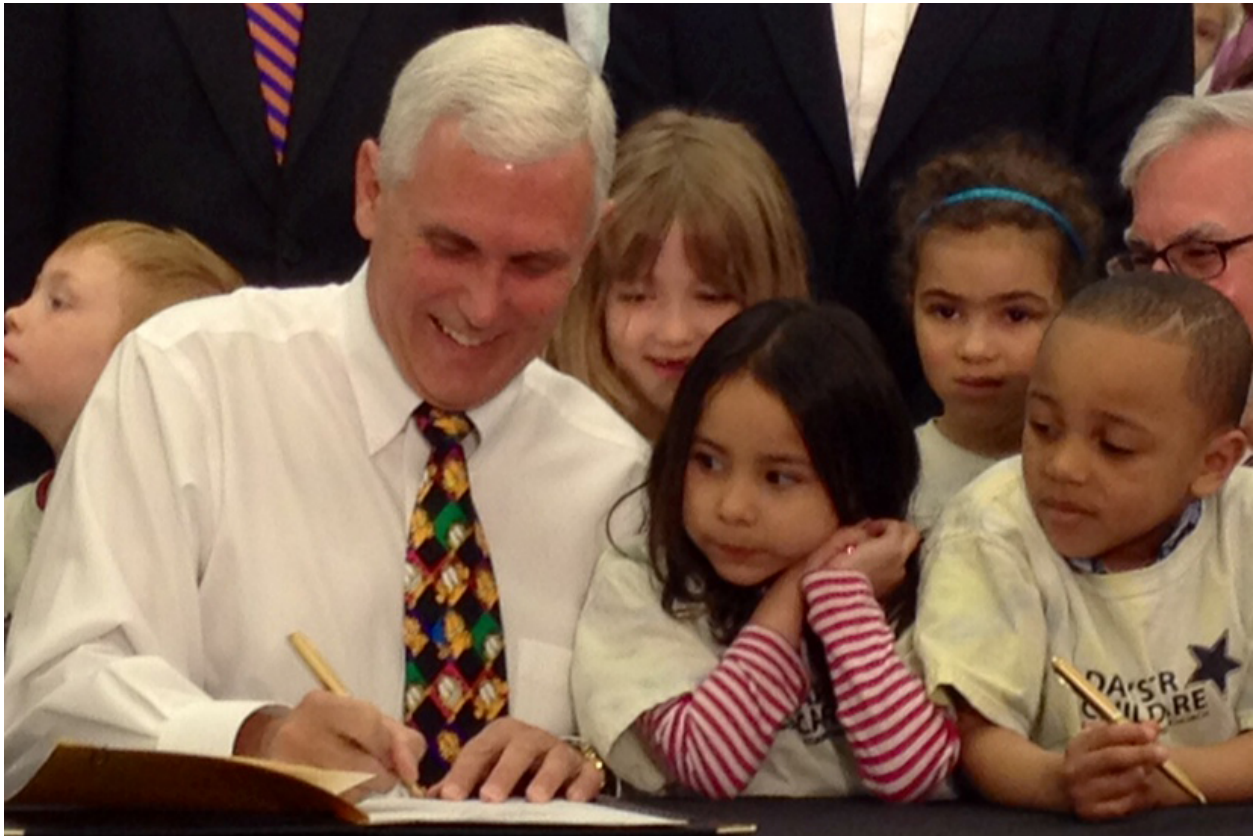

| 2014

Indiana Early Learning Advisory Committee

A summary report of the Early Learning Advisory Committee's work and recommendations
to the Governor and Legislative Council.

June 30, 2014



"It's a moment where we begin a new chapter of hope and opportunity in the lives of some of our most vulnerable children..."

Governor Mike Pence

Acknowledgements

The Early Learning Advisory Committee (ELAC) would like to thank several organizations for their assistance in the development of this report, including the Family and Social Services Administration (FSSA), Indiana Association for Child Care Resource and Referral (IACCRR), Indiana Association for the Education of Young Children (IAEYC), Indiana Association of United Ways (IAUW), Indiana Philanthropy Alliance (IPA) and Indiana Youth Institute (IYI).

The report was written by Amanda Lopez, President, Transform Consulting Group.

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EXECUTIVE SUMMARY

Forty states and the District of Columbia have state-supported programs in place to provide preschool (Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K., 2013).ⁱ State-funded preschool served 1.34 million children in these states. Indiana remains one of a handful of states without state-funded preschool. Although recent pilot efforts hold great promise, a systematic and coordinated effort will be required for Indiana to tackle this multi-faceted issue.

With the creation of the Early Learning Advisory Committee (ELAC), there is now a central source for information, planning and recommendations for early childhood in Indiana. The Indiana General Assembly established ELAC in 2013 (IC 12-17.2-3.7). This report is prepared in response to the Committee's statutory responsibilities to make annual recommendations to the Governor and Legislative Council concerning the results of the Committee's work.

Committee membership was appointed by the Governor in late September 2013 and includes the following members.

- Kevin Bain, Welborn Baptist Foundation (Chairman)
- Alonzo Weems, Eli Lilly
- Tammy Veselsky, Traders Point Christian Academy
- Melanie Brizzi, Indiana FSSA, Office of Early Childhood and Out of School Learning
- Charlie Geier, Indiana Department of Education (IDOE)
- Beckie Minglin, Indiana FSSA, Head Start State Collaboration Office
- Connie Sherman, St. Mary's Child Center (Special advisor)
- John Burnett, Community Education Coalition (Special advisor)

"I am pleased that these experts in early learning have agreed to serve on this committee and will be taking a comprehensive look at the quality and availability of early childhood programs in Indiana." ~Governor Mike Pence.

The Committee's **statutory responsibilities** include the following:

1. Conducting periodic statewide needs assessments concerning the quality and availability of early education programs for children from birth to the age of school entry, including the availability of high quality prekindergarten education for low income children in Indiana;
2. Identifying opportunities for and barriers to collaboration and coordination among federally and state funded child development, child care, and early childhood education programs and services, including governmental agencies that administer the programs and services;
3. Assessing the capacity and effectiveness of two and four year public and private higher education institutions in Indiana for the support and development of early educators including professional development and career advancement plans and practice or internships with or prekindergarten programs;
4. Recommending to the Division procedures, policies, and eligibility criteria for the Early Education Matching Grant program;
5. Other duties as determined necessary by the chairperson of the Committee; and
6. The ELAC must make annual recommendations to the Governor and Legislative Council concerning the results of the Committee's work.

REPORT HIGHLIGHTS

Children and Families (pages 8-9)

- ❖ Two-thirds (67%) of young children require care because their parents work.
- ❖ Almost half of Hoosier families have incomes that make paying for care themselves a significant burden.
- ❖ At least 40% of young children are in informal care of unknown quality.
- ❖ Capacity of high quality care is limited, even if affordability is addressed.

Providers (pages 9-12, 16-21)

- ❖ More providers are participating in Paths to QUALITY™ than have done so previously.
- ❖ One-third of Indiana's preschool slots are considered high quality.
- ❖ Statewide, higher quality child care costs slightly more than lower quality alternatives.

Funding (pages 12-16)

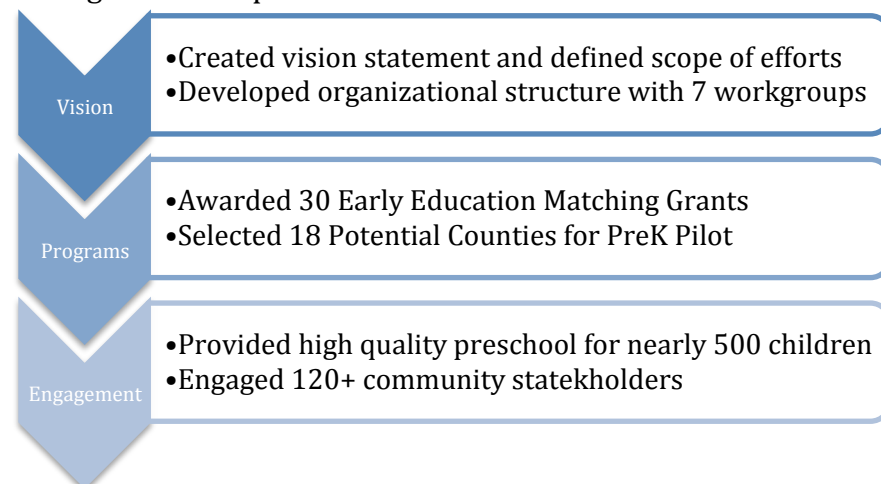
- ❖ Quality child care for low-income and working families is unaffordable. It would cost a family of 3 living at the poverty line or a single mother earning income at the median level approximately 1/3 of their annual income to have a single child in quality child care.
- ❖ Government and private funding sources exist but are not currently sufficient to satisfy the actual needs of families.
- ❖ Early childhood education in Indiana is supported primarily through federal funds.

Higher Education and Workforce (pages 24 - 25)

- ❖ The early childhood sector employs more than 25,000 Hoosiers, ranks 35th out of 99 Indiana business sectors, and circulates more than \$633 million throughout the state.
- ❖ Child care workforce wages are markedly low and turnover is high.
- ❖ Fourteen Indiana Colleges/Universities across 31 campuses offer an Early Childhood Teacher Preparation Program or a Certificate in Early Childhood Child Development.

ELAC ACCOMPLISHMENTS

In the past eight months, ELAC has accomplished a significant amount of work, been a catalyst for additional efforts, and successfully laid a strong foundation for the upcoming fiscal year. ELAC's vision focuses on the achievement of **accessible, affordable, high quality early childhood experiences, particularly for at-risk families**. Progress is highlighted below and throughout the report.



NEXT STEPS

Building on the accomplishments of the first year, ELAC has identified the following areas of focus for the next state fiscal year.

Program

- ☐ Recommend a kindergarten readiness assessment to implement for the PreK pilot.
- ☐ Recommend an alternative pathway to Paths to QUALITY™ for public preschool providers, with equivalent standards to the other Paths to QUALITY™ programs.
- ☐ Assess the role of other services for Hoosier families with children birth to 8 to increase access to high quality early learning experiences - including partnerships for wraparound care, non-traditional hours of care, and transitioning between early learning programs and Kindergarten.
- ☐ Advise families of the available choices and benefits of high quality programs, so that they are empowered to make an informed decision that best meets the needs of their families.
- ☐ Investigate best practice-based family engagement initiatives to increase the quantity and quality of parent-child interactions.

Structure

- ☐ Investigate other states' models for staff infrastructure to build the capacity, coordination and collaboration of early learning for children ages birth to age eight.
- ☐ Develop a common language and a consistent set of definitions for early childhood programs and initiatives.

Data

- ☐ Identify and fill data gaps, on which to build program, family and community outreach plans, engage in capacity building of high quality programs, measure outcomes and design successful early learning interventions.
- ☐ Recommend specific early learning data to be incorporated in the development of the Statewide Longitudinal Data System (SLDS) and the new Indiana Network of Knowledge (INK) system.

Workforce

- ☐ Determine what changes in the current workforce would be required to serve the current and future children in need of child care.
- ☐ Complete the Indiana Early Childhood Higher Education Inventory to develop a more coordinated and comprehensive professional preparation and development system for the early care and education workforce.
- ☐ Articulate a framework whereby higher education credentialing in early childhood education can be more closely aligned with entry-level job requirements and ongoing skill sets.

RECOMMENDATIONS

ELAC is committed to high quality and building broad-based capacity at the state level, via infrastructure. These recommendations for executive and/or legislative action will facilitate the completion of these goals.

1. *Data* – A critical need: to be informed and equipped with accurate and complete information to recommend policy and programmatic changes.
 - a. Request new data collection efforts be made by the Indiana Department of Education under Title 1, Title III and IDEA, Part B and Part C to identify a) how much money is used to support preschool and b) how many children are served.
 - b. Research and develop data collection methods to attempt to determine how many children are being served in informal care.
 - c. Create a database to track local initiatives and funding that support early childhood education and that could be replicated statewide.
 - d. Research and develop new data collection methods to determine the number and percentage of residents that are paying for child care.
 - e. Include early learning data from all relevant agencies in the statewide SLDS/new INK system.
2. *Membership* – Critical mass: to fully represent the programs that serve children from birth through age five and in kindergarten through third grade.
 - a. Request the addition of new ELAC members to include State agency coordinators from both Part B, section 619, and Part C of the Individuals with Disabilities Education Act (IDEA), and State agency representative(s) responsible for health and mental health. These additional members will qualify Indiana for potential new federal funding to support the expansion of preschool in Indiana.
 - b. Request coordination with the new INK state agency that will also be looking at creating a statewide longitudinal database system that connects students' education data with workforce data.
3. *Funding* - Critical resources: to accelerate efforts at the state level for expanded access by at-risk families to high quality programs.
 - a. Pursue all public and private funding opportunities available, as appropriate, with ELAC serving as the convener of stakeholders.

I. STATEWIDE NEEDS ASSESSMENT

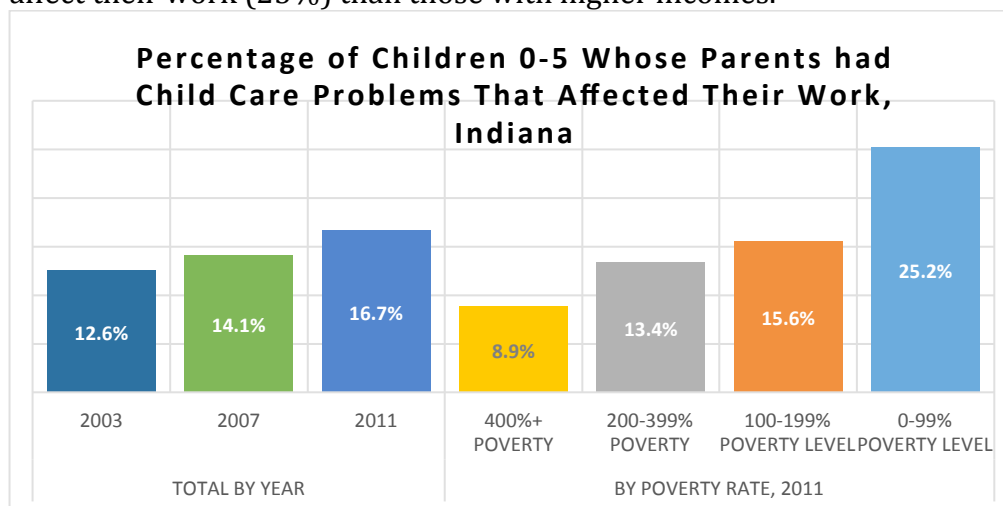
IC 12-17.2-3.7-9(a)(1) The Committee shall . . . conduct periodic statewide needs assessments concerning the quality and availability of early education programs for children from birth to the age of school entry, including the availability of high quality prekindergarten education for low income children in Indiana.

In response to IC 12-17.2-3.7-9(a)(1), ELAC conducted a needs assessment in Indiana, including the **population** of young children, the **accessibility** of early childhood education, the **affordability** of early childhood education, and the **quality** of early childhood education.

A. POPULATION OF YOUNG CHILDREN

Indiana has 514,507 children ages 0-5¹. Of those children, 345,749 (or 67.2%)² come from families where all of their parents are in the labor force. Therefore, we can assume that these children require either formal (program-based) or informal (family, friend, or neighbor) care. [See Glossary on page 31 for provider type definitions.]

Additionally, 45.4% of Hoosier children ages 0-5 live in families with incomes that limit their ability to pay for child care (using incomes below 175 percent of the federal poverty level (FPL) as the standard)³. One in six young children (16.7%) in Indiana live in families that had severe enough problems with child care that it affected the parent's work. This rate has steadily increased over the past decade – from 12.6% in 2003. Moreover, families who live below the poverty level are considerably more likely to have child care issues affect their work (25%) than those with higher incomes.



National Survey of Children's Health 2003, 2007, 2011/2012

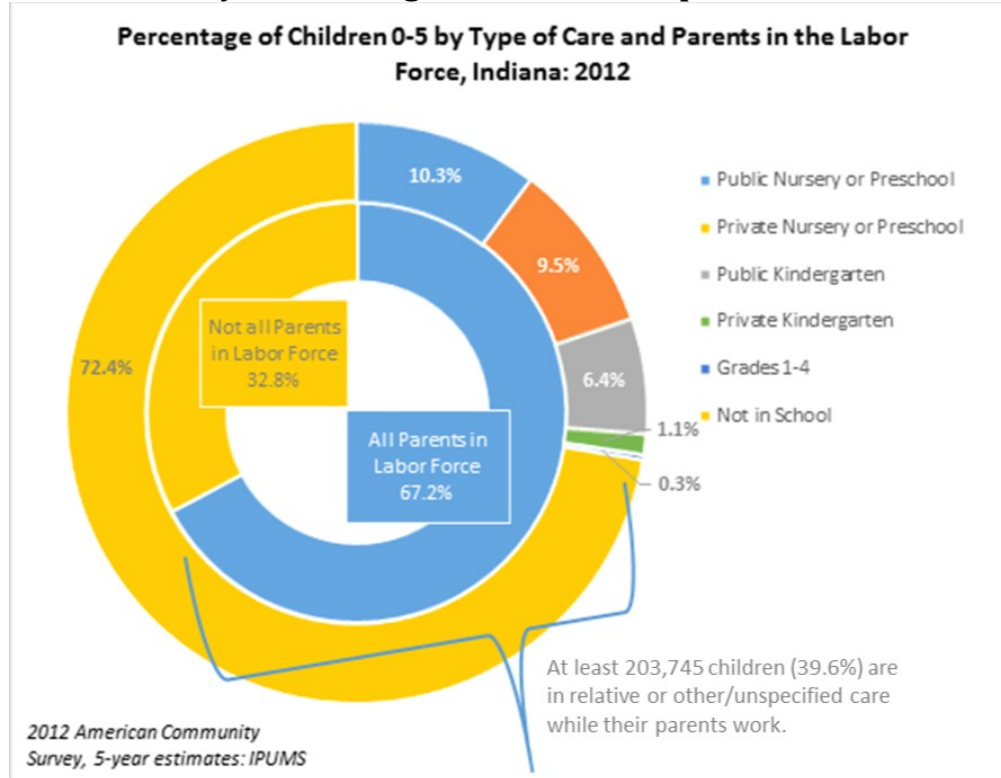
¹ Puzzanchera, C., Sladky, A. and Kang, W. (2013). "Easy Access to Juvenile Populations: 1990-2012." Online. Available: <http://www.ojjdp.gov/ojstatbb/ezapop/>.

² For children living in a married-couple family, this means that both parents are in the labor force. For children living in a single-parent family or subfamily, this means the resident parent is in the labor force. The civilian labor force includes persons who are employed and those who are unemployed but looking for work.

³ Steven Ruggles, J. et al. Integrated Public Use Microdata Series: Version 5.0 [Machine-readable database]. Minneapolis: University of Minnesota, 2010.

B. ACCESSIBLE EARLY CHILDHOOD EDUCATION FOR LOW INCOME CHILDREN

As indicated, of the 514,507 children ages 0-5 in Indiana, approximately 345,749 of them have all parents in the labor force. 142,004 children ages 0-5 attend some type of formal school or child care, but not all children who attend have parents in the labor force. The implication is that more than 203,745 children, or **39.6% of the 0-5 population are in informal family, friend, neighbor or other unspecified care while their parents work.**



Child Care Slots

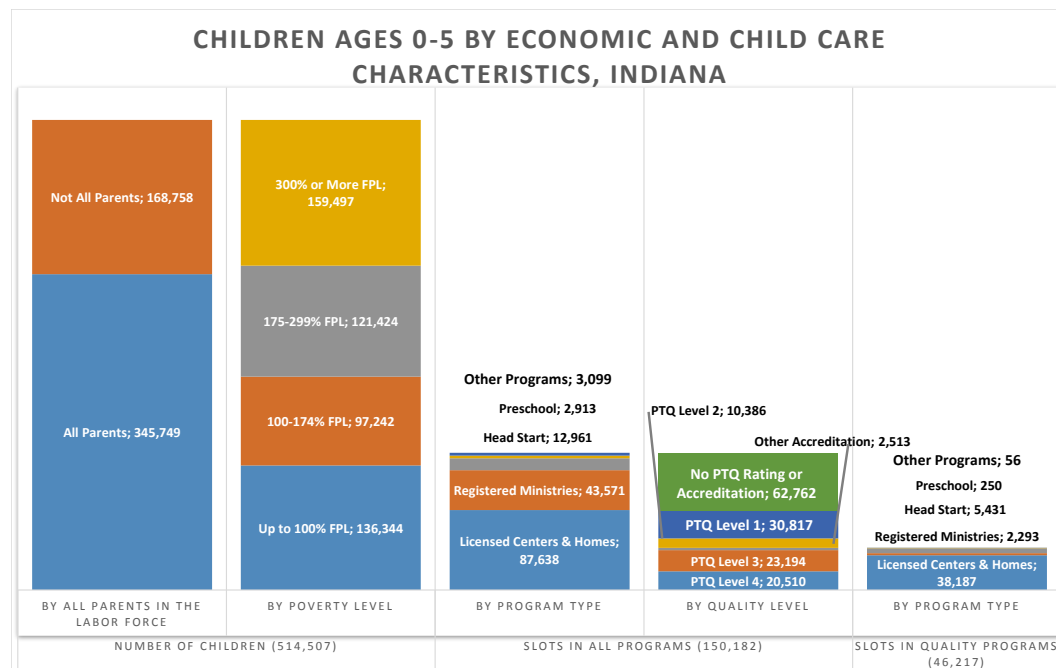
One possible reason for the large numbers of children in informal care could be that there is insufficient capacity to accommodate these children in formal providers. Indiana has various types of child care providers. [See Glossary on page 31 for definitions]. The following table provides an overview of programs and their capacity (expressed in total slots in Indiana) for each type of provider.

Ages 0-5	Programs	Capacity
CCDF Exempt Homes	292	1,181
Head Start Centers⁴	251	12,961
Licensed Centers	457	51,718
Licensed Homes	2,814	35,920
Non-CCDF Exempt Homes	128	593
Preschools	359	2,913

⁴ Some of the Head Start Program slots are included in other provider types, such as Licensed Centers. The total number of Head Start slots in Indiana is approximately 15,543, which includes 1,945 for Early Head Start.

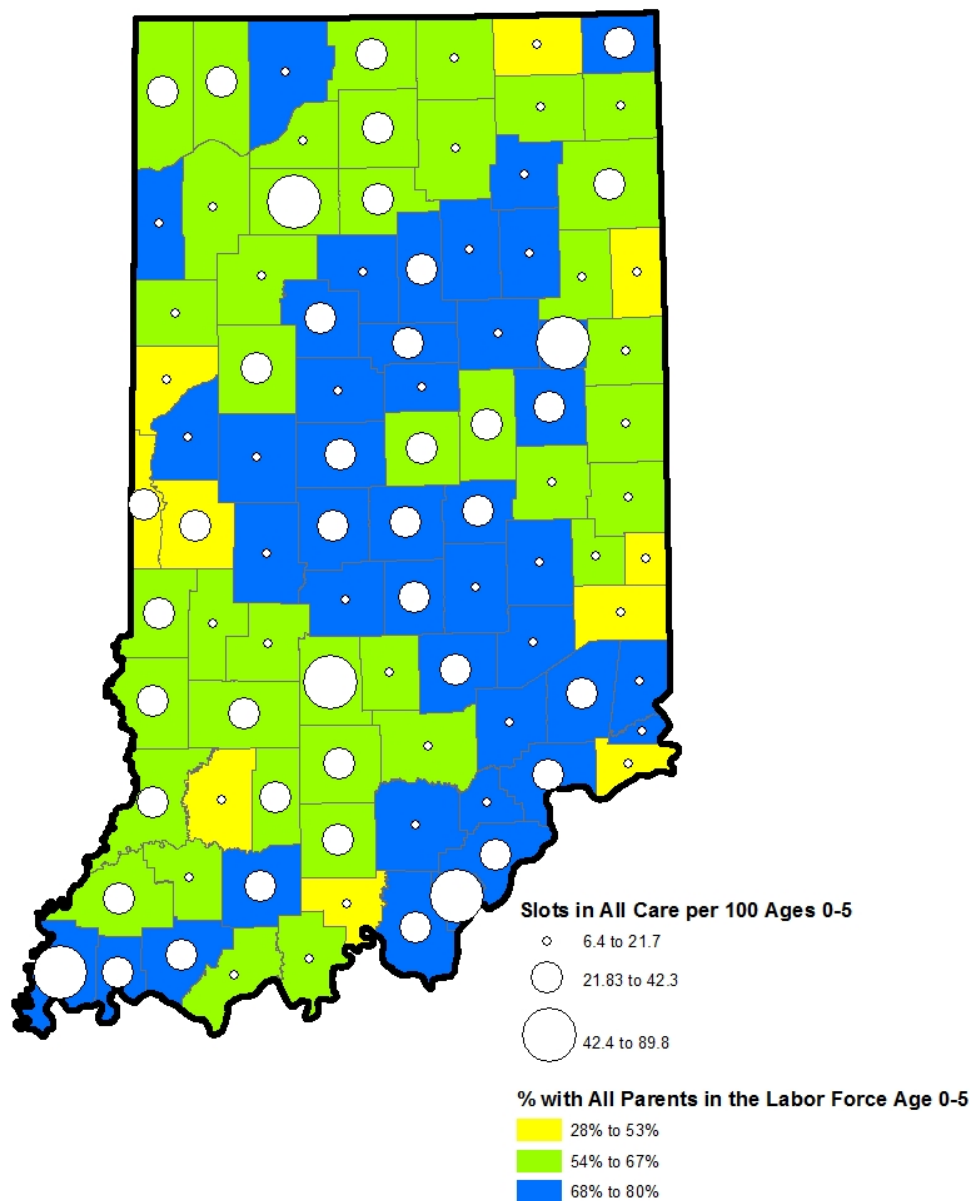
Registered Ministries	676	43,571
All Others	96	1,325
Total	5,073	150,182

The chart below confirms that in the aggregate, there are not enough slots in formal care to accommodate the total need, or even the need for low-income families. Even so, Indiana has more child care slots available for children than are currently being utilized. IACCRR data identifies 21,792 known vacancies in child care programs around the state.



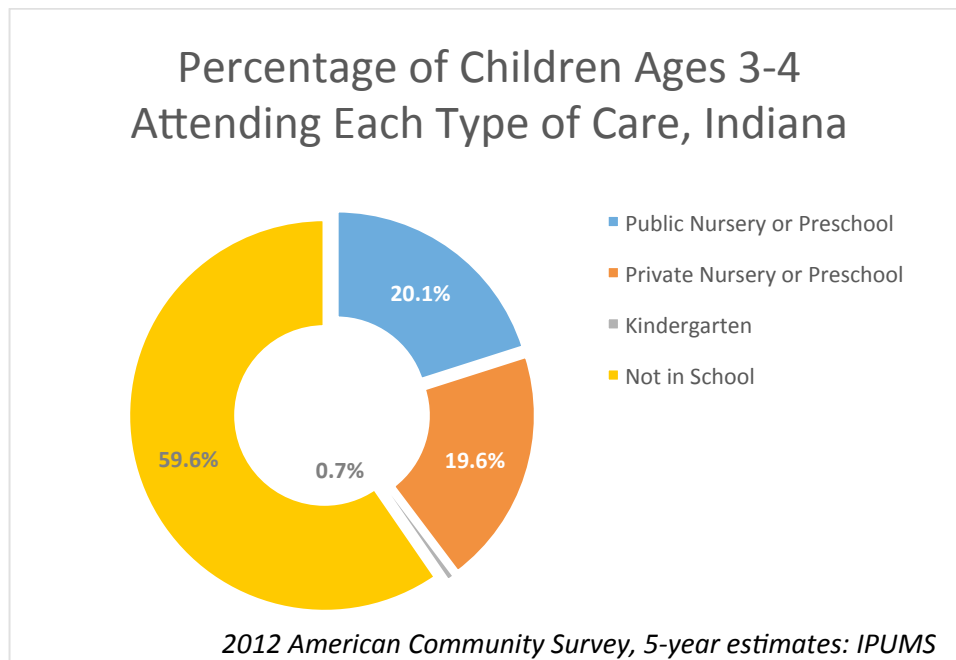
Counties with High Need for Early Care Programs

To assess the situation across Indiana, the following map shows high need Indiana counties. For each county, the map combines the percentages of children having all parents in the labor force and the number of child care slots per hundred young children. Counties with the highest proportionate need for additional child care capacity are colored blue (high percentage of children with all parents in the labor force) and have relatively small circles (lowest number of child care slots per hundred children).



Availability of Preschool

Indiana's recent efforts to address care for at-risk families have focused on children at the upper end of the 0-5 age range, so this section takes a closer look at the need for, and the availability of, preschool for children ages 3-4 in Indiana. According to the American Community Survey, the majority of Indiana preschool-aged children are **not enrolled in formal care (59.6%)**. Data is not available for specific ages regarding parental work status. However, if the ratio is comparable to that of families with children 0-5, **more than one in four preschool-aged children in Indiana (26.8%) are in informal care while their parents work**.



C. AFFORDABLE EARLY CHILDHOOD EDUCATION FOR LOW INCOME CHILDREN

Indiana has increased its investment in early childhood education for low-income children. Several funding sources that support early childhood education include a combination of federal, state and private funding. The most impactful funding **provides access** to early childhood education, **makes it affordable** and works to **improve the quality** of early childhood education.

Federal and State Appropriations for Early Childhood Education in Indiana

Annual **federal funding** for existing Indiana early learning programs comes primarily from four sources: 1) Head Start, the federally funded, locally designed prekindergarten program for children living in poverty; 2) Title I Grants to Local Educational Agencies that can be used by schools to fund preschool programs; 3) federal special education preschool grants; and 4) the federal Child Care and Development Fund (CCDF), a federal program assisting low-income families to obtain child care, including early learning services, so they can work, attend training, or continue their education.

Indiana also receives funding from the federal welfare program, Temporary Assistance for Needy Families (TANF) and the Social Services Block Grant (SSBG), which supports programs allowing communities to achieve or maintain economic self-sufficiency to prevent, reduce or eliminate dependency on social services. While the provision of early learning services is not the primary purpose of either program, both permit states a certain level of flexibility in the use of funds, which some states have utilized to provide early learning programs. Indiana does not currently use these funds to provide early learning services.

Indiana may have access to more federal funding to support early childhood education but additional research is needed to better understand how the funding listed below *is and can be* used.

- IDEA, Part C Special Education Grants for Infants and Families (U.S. Department of Education)
- Special Education - State Personnel Development (U.S. Department of Education)
- Special Education - Technology and Media Services for Individuals with Disabilities (U.S. Department of Education)
- Striving Readers Comprehensive Literacy (U.S. Department of Education)
- Office of Innovation and Improvement - Full-Service Community Schools Competitive Grant (U.S. Department of Education)
- Education for Homeless Children and Youth (U.S. Department of Education)
- English Language Acquisition Grants (U.S. Department of Education)
- Migrant Education - State Grant Program (U.S. Department of Education)
- Community Services Block Grant (U.S. Department of Health and Human Services)
- Community-Based Grants for the Prevention of Child Abuse and Neglect (U.S. Department of Health and Human Services)
- Child Abuse Prevention and Treatment Act (U.S. Department of Health and Human Services)
- Maternal, Infant and Early Childhood Home Visiting Program (U.S. Department of Health and Human Services)
- Promoting Safe and Stable Families Act (U.S. Department of Health and Human Services)
- Community Development Block Grants/Entitlement Grants (U.S. Department of Housing and Urban Development)
- Community Development Block Grants/Special Purpose Grants/Insular Areas (U.S. Department of Housing and Urban Development)

Before the passage of House Enrolled Act (HEA) 1004 (the early learning pilot grant program) during the 2014 legislative session, the sole independent source of **state funding** for early learning was the Early Education Matching Grant, which is administered by ELAC, created during the 2013 session.

The table below shows federal and state funding that provides 89,442 slots for low-income young children.

Program	Federal Appropriations (\$)	Programs (#)	Slots (#)	Ages Served	Income Levels Served
Head Start & Early Head Start (2013)	\$115,222,711 (federal funding)	257	15,893	0-5	At or below 130% poverty OR homeless OR receiving TANF or SSI OR in foster care

IDEA Act Part B (2013)	\$353,237,522 (federal funding)	n/a	18,476	3-5	No income requirements
Title I (2014)⁵	\$232,587,562 (funding is for all Title 1)	21** preschool	1,548** preschool	4-18	Determined at the Local Level
CCDF (2013)	\$153,000,000 (federal and state funding)	4,193	53,041 vouchers	0-13	Vouchers are available on a sliding fee scale up to 170% FPL
TANF (2013)	\$207,000,000 (federal funding)	n/a	n/a	n/a	At or below poverty (185%)
SSBG (2013)	\$33,000,000 (federal funding)	n/a	n/a	n/a	At or below poverty (125%)
Early Ed. Matching Grant (2014)	\$2,000,000 (State Funding, no Federal)	30	484	4 y/o	At or below poverty (100%)
PreK Pilot (2015)	\$10,000,000 (State Funding)	n/a	TBD	4-y/o	At or below poverty (127%)
** Based on voluntary survey completed in Fall 2013.					

Private Funding for Early Childhood Programs in Indiana

While the majority of funding that supports early childhood education comes from the public sector, a significant and growing investment is being made by the private sector through a combination of community/private foundations, individual donors and corporations.

In a survey provided by the Indiana Philanthropic Alliance to its members, 27 foundations responded with information reporting an estimated **private investment of \$7,304,865 in early childhood education**. The private foundations are investing in an array of programs and services that represent young children from birth through age eight and include funding for a) parent engagement; b) participation in high quality early childhood education; and c) improvement in the quality of early childhood education programs.

In a survey provided by the Indiana Association of United Ways to their members, United Ways reported approximately **\$22,000,000 annually to support early education**. United Ways across Indiana invest in early education birth to 5, but tend to focus investments on preschool for children ages 3-5. In addition to financial support, United Ways support early education in their local communities through a variety of activities, including roles in coordinating, convening, training, volunteer placement and recognition of quality.

⁵ Programs and slots identified by IACCRR in a survey of Indiana preschools

Cost to Families

Most early childhood education programs come at a cost to a child's parents. In Indiana, programs serving children ages 0-5 charge an average of \$5,640 annually to attend full time, and quality programs serving ages 0-5 charge an average of \$6,374 annually.⁶

- For a family of 3 living at the poverty line, having even just one child in care would cost the family 28.9% of their annual income, and having that child in quality care would cost nearly a **third of their annual income** (32.6%).
- Even for single parent households with an income *above* the poverty line, the cost of care is substantial. It would cost a single mother making the median household income a quarter of her income (25.2%) to have one child in full-time care, and 28.5% of her income for quality care.⁷

**2013 POVERTY
GUIDELINES FOR THE 48
CONTIGUOUS STATES & DC**

Persons in family/ household	Poverty guideline
1	\$11,490
2	\$15,510
3	\$19,530
4	\$23,550
5	\$27,570
6	\$31,590
7	\$35,610
8	\$39,630

For families/households with more than 8 persons, add \$4,020 for each additional person.

Source: U.S. Department of Health and Human Services

The following chart shows the breakdown of average cost of full time and part time child care by program quality level in Indiana according to data provided by IACCRR.

	Average Full-Time Annual Rate Ages 0-5	Average Part-Time Annual Rate Ages 0-5
PTQ Level 1	\$5,522	\$3,623
PTQ Level 2	\$5,856	\$3,975
PTQ Level 3	\$6,007	\$4,274
PTQ Level 4	\$6,652	\$4,708
Non-PTQ Accredited	\$6,972	\$4,973
Non-PTQ, No Accreditation	\$4,978	\$3,507

The chart below shows average annual rates for full-time quality preschool by program type.

Program Type	Average Full-Time Preschool Annual Rate
CCDF Exempt Homes	\$4,693
Head Start Programs	\$4,576
Licensed Centers	\$7,543
Licensed Homes	\$5,629
Non-CCDF Exempt Homes	\$5,460
Preschools	\$6,989

⁶ Child care rates/costs are reported by child care agencies as amount charged per child regardless of parental income and outside of any financial support families may receive.

⁷ The median income for a single mother household in Indiana is \$22,379.

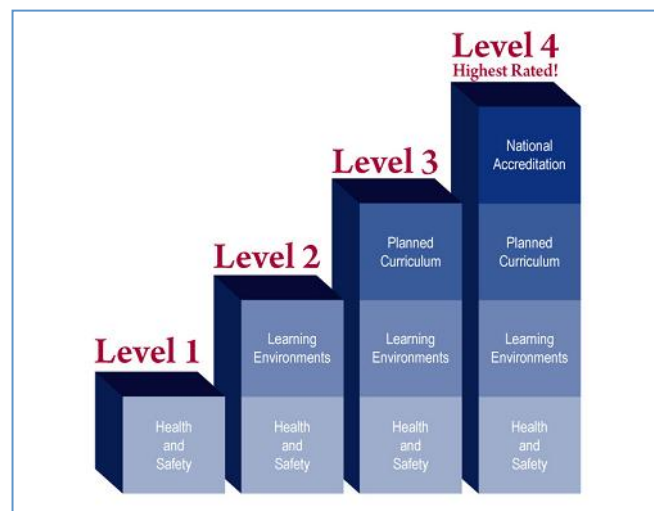
Registered Ministries	\$6,926
All Others	\$7,670

D. QUALITY OF EARLY EDUCATION PROGRAMS

Research studies (Barnett, W. S., 2008ⁱⁱ; Schweinhart, et al., 2005ⁱⁱⁱ; Schweinhart, 1993^{iv}) demonstrate that high-quality early learning experiences are important for all children, but are critical in improving outcomes for high needs children. Many studies (Gallagher, 2005^v; Shonkoff & Phillips 2000^{vi}) also have found that birth through age 5 is the most important time for growth of the human brain. A child's brain develops in response to the child's experiences by building neurological networks in reaction to the environment. A child's experiences in a child care program can also significantly contribute to that brain development and the future success of the child.

In response to the research and community need, Indiana has created a common, validated, statewide **Tiered Quality Rating and Improvement System (TQRIS)**, called **Paths to QUALITY™ (PTQ)** that provides access to high-quality and accountable programs for Indiana's young children and their families.

The definition of quality used in this report includes Levels 3 and 4 Paths to QUALITY™ providers, because beginning at level three there is a planned curriculum that guides child development and school readiness. Additionally, quality preschool options include nationally accredited programs that are not on Paths to QUALITY™⁸.



Indiana has experienced great success with Paths to QUALITY™ in both the enrollment and Level advancement of participating early childhood education programs. To date, approximately 90% of Indiana's licensed child care centers and 63% of Indiana's licensed child care homes are enrolled in Paths to QUALITY™ and have shown a commitment to continuous quality improvement through steady level advancement.

While Indiana has seen tremendous growth and advancement in early childhood education program participation in Paths to QUALITY™, there are still more **early childhood education**

Currently, there are 2,400 Paths to QUALITY™ rated providers that serve over 87,000 children, including over 23,000 children with high needs.

⁸ Accrediting bodies included are: the National Association for Family Child Care (NAFCC), the National Association for the Education of Young Children (NAEYC), the National Afterschool Association (NAA), the Association of Christian Schools International (ACSI), the Council on Accreditation (COA), the National Early Childhood Program Accreditation (NECPA), and Title 1 Schools

programs that have yet to enroll in Paths to QUALITY™, as demonstrated in the following chart.

Ages 0-5	Programs	Capacity
PTQ Level 1	1,376	30,817
PTQ Level 2	241	10,386
PTQ Level 3	536	23,194
PTQ Level 4	275	20,510
Non-PTQ, Accredited	204	2,513
Non-PTQ, No Accreditation	2,463	62,762

In Indiana, licensing is not legally required for some exempt program types, including early childhood education programs funded under Section 619 of Part B of IDEA; early childhood education programs funded under Title 1 of ESEA; some Head Start programs, private schools; and unlicensed registered child care ministries, some of whom receive CCDF funding. Since licensing is not required, only a small portion of the licensed-exempt programs are currently licensed or voluntarily certified and therefore a large number of programs **are not yet eligible for enrollment in Paths to QUALITY**.

As a result, not all of the available early childhood education slots are in quality programs. **Just under a third of the Indiana's early child care and education slots (30.8%) are in quality programs and 40 percent are in non-PTQ, non-accredited programs.**

Preschool Slots

While the total availability of high quality slots for all children ages 0-5 is important, Indiana's recent focus has been on the availability of **high quality** slots for preschool children. Currently, Indiana has **37,718 (or 31.8%)⁹ quality preschool slots** for 3-4 year olds, which accounts for just under a third of Indiana's child care slots for that age group.

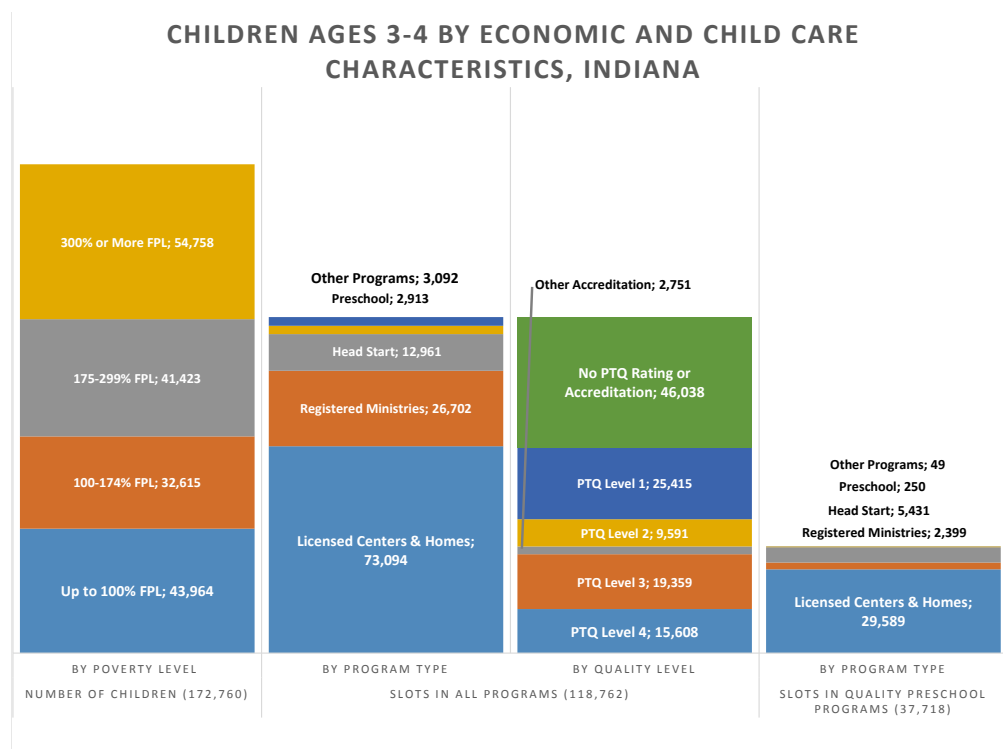
Ages 3-4	Programs ¹⁰	Capacity
PTQ Level 1	1,376	25,415
PTQ Level 2	241	9,591
PTQ Level 3	536	19,359
PTQ Level 4	275	15,608
Non-PTQ, Accredited	204	2,751
Non-PTQ, No Accreditation	2,444	46,038

The following table provides an overview of quality programs and slots for 3-4 year olds for each type of provider.

⁹ Quality programs and slots are shown in green in the tables below.

¹⁰ This column includes all programs that serve young children (ages 0-5).

Ages 3-4	All Programs ¹¹	Capacity	Quality Programs ¹²	Capacity
CCDF Exempt Homes	292	1,174	28	41
Head Start Programs	254	12,961	138	5,431
Licensed Centers	457	37,252	263	23,516
Licensed Homes	2814	35,842	460	6,073
Non-CCDF Exempt Homes	128	593	2	8
Preschools	359	2,913	34	250
Registered Ministries	676	26,702	50	2,399
All Others	96	1,325	40	n/a ¹³
Totals	5,076	118,762	1,015	37,718



In both total slots and high quality slots, Indiana has more child care slots available for pre-school-aged children than are currently being utilized. IACCRR data identifies 14,787 known vacancies for children ages 3-4 in all formal high quality child care programs in Indiana and 2,835 in high quality preschool programs in Indiana.

Counties with High Need for Early Care Programs

To help understand the picture at the county level, below are the twenty counties most in need of early care programs based on 3 different indicators.¹⁴ This table demonstrates

¹¹ This column includes all programs that serve young children (ages 0-5).

¹² This column includes all programs that serve young children (ages 0-5).

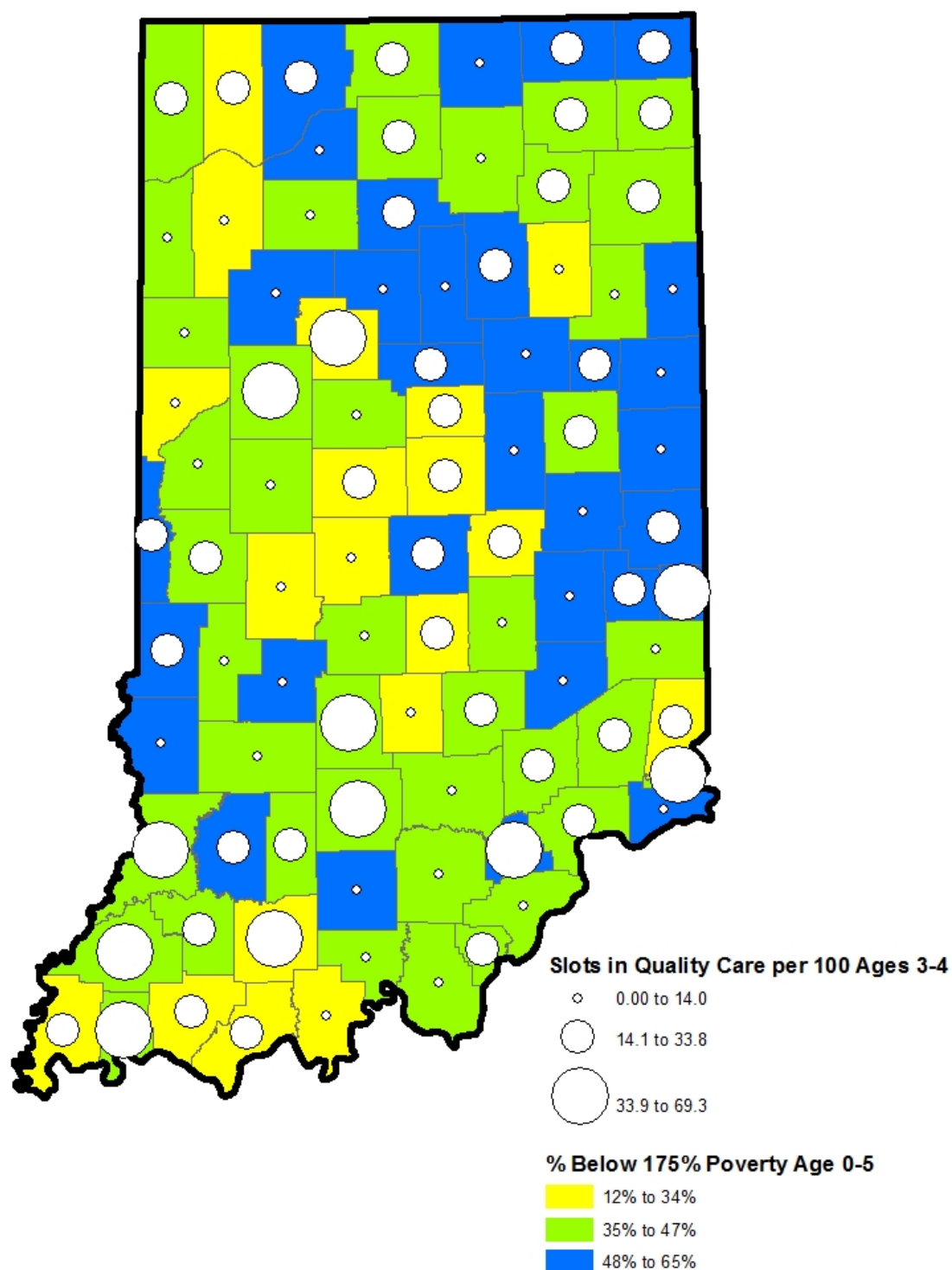
¹³ These quality programs are known to IACCRR, but either do not have slots for 3-4 year olds or have not reported their capacities to IACCRR.

which counties have a high percentage of children having all parents in the labor force *and* relatively few slots or quality slots per child *and* high percentages of low-income children.

Greatest Percentage of Children with All Parents in the Labor Force Ages 0-5		Greatest Percentage of Children Living Below 175%FPL		Lowest Slots/100 Ages 3-4		Lowest Quality Slots/100 Ages 3-4	
Carroll	79.8%	Starke	64.2%	Newton	4.1	Newton	0.0
Ripley	79.0%	Miami	62.4%	Ohio	10.1	Starke	0.0
Ohio	78.9%	Fayette	60.8%	LaGrange	10.3	Warren	0.0
Huntington	78.8%	Fulton	60.3%	Fountain	11.6	Jasper	0.0
Clinton	78.4%	Wayne	60.0%	Starke	12.8	Rush	0.0
Jennings	78.1%	LaGrange	59.8%	Shelby	14.2	LaGrange	0.0
Washington	77.0%	Jay	57.4%	Carroll	17.5	Cass	0.0
Cass	76.3%	Orange	56.7%	Jennings	20.6	Clinton	0.1
Boone	75.9%	Switzerland	54.9%	Perry	20.9	Harrison	0.1
Harrison	75.6%	Randolph	54.8%	Decatur	21.1	Putnam	0.1
LaPorte	75.4%	Rush	54.6%	Warren	22.3	Wells	0.1
Dearborn	75.2%	Daviess	54.5%	Dearborn	23.7	Jennings	0.1
Clark	75.1%	Grant	54.2%	Clay	24.9	Owen	0.1
Warrick	74.9%	Adams	54.2%	Cass	25.8	Brown	0.2
Dubois	74.7%	Steuben	53.9%	Tipton	26.4	Crawford	0.2
Floyd	74.5%	Marion	53.9%	Pulaski	26.8	Benton	0.2
Miami	74.3%	Cass	53.2%	Jasper	27.0	Ohio	0.4
Jefferson	73.6%	LaPorte	53.1%	Marshall	27.2	Randolph	2.0
Blackford	73.4%	Vigo	53.1%	Owen	27.5	Carroll	2.4
Decatur	73.2%	Howard	53.0%	Franklin	27.9	Huntington	2.5

For each county the following map combines the percentage of young children below 175% of poverty by color and the number of quality preschool slots per hundred children ages 3-4 by size of the circle. Counties with the highest proportionate need for additional preschool capacity are those which are colored blue (high percentage of low-income children) and have relatively small circles (lowest number of preschool slots per hundred children).

¹⁴ Counties in green are those in the top 20 counties for the greatest percentage of children with all parents in the labor force or living in low-income families *and* in the top 20 for lowest slots per 100 3-4 year olds in either any child care or quality child care.

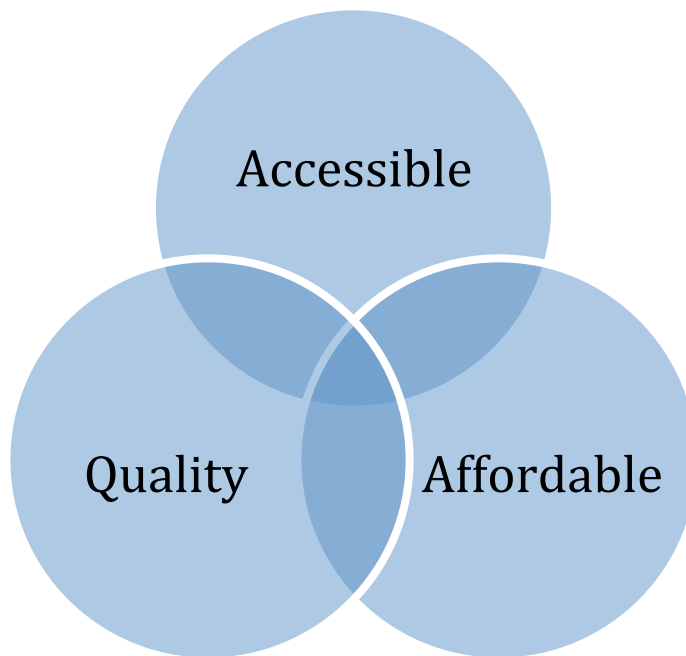


II. STATEWIDE STRATEGIC RESPONSE TO THE NEEDS

In response to the needs assessment, ELAC has developed a vision statement to guide its work.

Vision Statement: *The Early Learning Advisory Committee (ELAC) is working to ensure that children ages birth to 8 years and their families have access to affordable, high quality early childhood education programs that keep children healthy, safe and learning.*

Based on the broad and comprehensive vision for ELAC, an organizational scope and focus has been identified to establish a baseline and increase capability in each circle below.



1. **Accessible** - Access to early childhood education programs.
2. **Affordable** - Ability of families to pay for early childhood education for their child.
3. **Quality** - Ability of early childhood education programs to deliver best practice based results.

ELAC will accomplish its objectives and goals through **seven workgroups** that have been formed, representing over 120 community stakeholders from early childhood education programs, higher education institutions, community partners, funders, and government. The chart on the next page provides a visual summary of the organizational vision, structure and priority work for ELAC. Each workgroup has 1-2 primary responsibilities to address the needs identified in the previous section and develop recommendations that will be presented to ELAC and the Governor and Legislative Council for action.

The **Early Learning Advisory Committee (ELAC)** was appointed by the Governor to assess the availability, affordability and quality of early childhood programs statewide and make best practice recommendations for interventions to improve and expand early childhood education.

2014

WHAT IS THE VISION?

The Grand Challenge

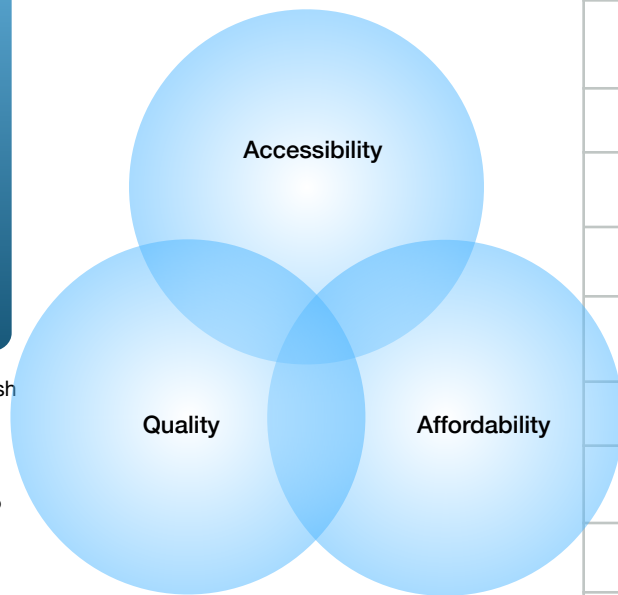
Working to ensure that children ages birth to 8 years and their families have access to affordable, high quality early childhood education programs that keep children healthy, safe and learning.

How will ELAC accomplish this work?

ELAC has identified the key audiences that contribute to the accomplishment of the vision: the **children** themselves, their **families**, the **providers** of early childhood education services and their **staff**, and funding sources. Seven multi-disciplinary workgroups have been formed to recommend initiatives that: **1)** optimize the effectiveness of each audience; **2)** establish data sources to track progress; and **3)** evaluate the outcomes of these initiatives.

WHAT ARE THE GOALS?

The Few Things That Matter



WHAT ARE THE OBJECTIVES?

The Strategic Focus Areas



III. COLLABORATION AND COORDINATION

IC 12-17.2-3.7-9(a)(2) The Committee shall . . . identify opportunities for, and barriers to, collaboration and coordination among federally and state funded child development, child care, and early childhood education programs and services, including governmental agencies that administer the programs and services.

The seven ELAC workgroups have been strategically developed to address these specific issues noted below. The workgroups provide a central source for dialogue, information sharing, planning and recommendations for early childhood in Indiana. State governmental agencies are actively represented in each of the 7 workgroups. Additional content experts from multiple disciplines provide perspectives, which help to foster new approaches.

ELAC Workgroup	Collaboration and Coordination	State Agencies
Child Development and Well Being	<ul style="list-style-type: none"> Define kindergarten readiness. Align the early learning standards with K-3 standards. 	IDOE, FSSA, SBOE, ISDH
Evaluation of Child Outcomes	<ul style="list-style-type: none"> Recommend a kindergarten readiness assessment 	IDOE, FSSA, SBOE
Family Engagement	<ul style="list-style-type: none"> Develop a family engagement framework. 	FSSA, ISDH, DCS, IDOE
Provider Participation and Advancement	<ul style="list-style-type: none"> Recommend an alternative pathway for public preschools to participate in PTQ. Increase participation of exempt programs in PTQ. 	FSSA, IDOE, SBOE
Workforce and Professional Development	<ul style="list-style-type: none"> Identify marketplace demand for ECE professionals. 	FSSA, IDOE, DWD, ICHE
Funding Streams	<ul style="list-style-type: none"> Identify current and new funding opportunities for ECE. 	FSSA, IDOE, DCS, ISDH, CECI
Data Coordination and System Integration	<ul style="list-style-type: none"> Create a Statewide Longitudinal Data System (SLDS). 	FSSA, IDOE, DCS, ISDH, DWD, ICHE

IV. DEVELOPMENT OF EARLY EDUCATORS

"IC 12-17.2-3.7-9 Sec. 9. (a) The Committee shall do the following:

(3) Assess the capacity and effectiveness of two (2) and four (4) year public school and private higher education institutions in Indiana for the support of development of early educators, including:

(A) professional development and career advancement plans; and

(B) practice or internships with Head Start or prekindergarten programs"

Research points to the knowledge and skills of early childhood program staff as the cornerstone of high quality early childhood education programs. Specialized knowledge and professional development in how young children develop and learn is critical, as is the quality of interactions between program staff and children (Shonkoff & Phillips 2000)^{vii}. To ensure quality, there also must be continuity of program staff, which is known to have a positive impact on children's learning (Harms, Cryer, & Clifford 1990^{viii}; Honig 1993^{ix}; Lally et al. 1995^x; Schor 1999^{xi}; Bergen, Reid, & Torelli 2001^{xii}).

Indiana is currently completing a Child Care Workforce Study and results will be available later this year. The last study was conducted in 2010 and highlights the following^{xiii}:

- The early childhood industry employs more than 25,000 Hoosiers, ranks 35th out of 99 Indiana business sectors, and circulates more than \$633 million throughout the state.
- Child care workforce wages are markedly low. In 2010, the median hourly wage reported for directors was \$14.77 per hour; \$9.00 per hour for teachers; and \$13.32 per hour for family child care home providers.
- The turnover rate for the child care workforce is high. In 2010, the annual turnover rate for full-time teachers in licensed child care centers/unlicensed registered ministries was 16%.

CAPACITY AND EFFECTIVENESS OF HIGHER EDUCATION INSTITUTIONS

Indiana has a robust and diverse system of higher education institutions. Indiana has worked to align the education needs of early childhood professionals to the preparation programs offered by institutions of higher education.

Higher Education Institutions

Indiana has 14 institutions across 31 campuses that offer post-secondary education options for the early childhood education workforce. These career advancement options range from a Child Development Associate Credential, Associates Degree, Bachelors Degree, Certificate and Licensure. The following institutions currently offer at least one of these career pathways: (See Appendix for the detailed list.)

- 1) Ancilla College
- 2) Ball State University
- 3) Bethel College
- 4) Indiana University (3 Campuses)
- 5) Indiana Wesleyan University

- 6) Ivy Tech Community College (14 Campuses)
- 7) Manchester College
- 8) Martin University
- 9) Oakland City University
- 10) Purdue University (3 Campuses)
- 11) Saint Mary-of-the-Woods College
- 12) Taylor University
- 13) University of Southern Indiana
- 14) Vincennes University

The Indiana Early Childhood Higher Education Forum (IECHEF) works primarily to increase the capacity and effectiveness of higher education institutions to support the early childhood workforce to:

- 1) Increase networking and coordination among Indiana Early Childhood Higher Education professionals;
- 2) Increase articulation across Indiana Early Childhood Higher Education programs for child development and teacher preparation;
- 3) Discuss Early Childhood teacher licensure and make recommendations to policy makers;
- 4) Collect and share information about Early Childhood Higher Education research and initiatives at the state and national levels; and
- 5) Advocate for best practices in the preparation of Early Childhood professionals Early Childhood teacher licensure.

PROFESSIONAL DEVELOPMENT AND CAREER ADVANCEMENT

Indiana has implemented activities to create or enhance a professional development system and career ladder to provide learning opportunities and an upwardly mobile professional pathway for early childhood professionals. Indiana has approached this task in numerous ways:

- **Core Knowledge and Competencies Framework:** Indiana has the [core knowledge and competencies framework](#) that outlines the expectations and intensity of training options for early childhood professionals. This work is also aligned with the early learning standards, [Foundations](#).
- **Professional Development Registry:** Indiana has a professional development registry, Training and Technical Assistance Management (TTAM) system, to manage, track, and provide reports on trainings for child care providers, parents and community partners.
- **Scholarships:** Indiana has made T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® INDIANA scholarships available for early childhood education professionals. In FY13, 1,718 individuals working in 1,419 early learning programs across the state received a T.E.A.C.H. Early Childhood® INDIANA scholarship.

As of May 2014:

- 45,450 Total Unique Trainees
- Over 4,315 Child Care Facilities
- 156,067 Total Training Participants
- 16,284 Trainings Sessions Delivered

- **College and Career Pathway -Early Childhood:** Indiana has an aligned sequence of secondary and, in most cases, postsecondary courses in early childhood education that lead to an industry-recognized credential, technical certification, an associates or baccalaureate degree at an accredited postsecondary institution, or a registered apprenticeship.

In 2014-2015, Indiana will complete the *Indiana Early Childhood Higher Education Inventory*, administered by the Center for the Study of Child Care Employment at the University of California at Berkeley. This Inventory will assist policymakers and other stakeholders to develop a more coordinated and comprehensive professional preparation and development system for the early care and education workforce. The *Inventory* provides a mechanism for Indiana to address the following considerations:

- Establish a baseline description of the state's early childhood higher education offerings and faculty;
- Identify gaps and opportunities in the available offerings;
- Assess variation in the early childhood education programs and faculty across colleges and universities; and
- Assess changes in the capacity of the higher education system over time.

PRACTICE OR INTERNSHIPS WITH HEAD START OR PREKINDERGARTEN PROGRAMS

- Indiana 2 year colleges and universities allow practicum experience in accredited early childhood programs including Head Start programs and pre-K classrooms with local public school systems.
- Three out of the nine 4-year degree colleges allow student teaching, practicum and field experience in accredited early childhood programs including Head Start programs and pre-K classrooms with local public school system.

V. PROGRAM RECOMMENDATIONS

IC 12-17.2-3.7-9(a)(4) The Committee shall . . . recommend to the division procedures, policies, and eligibility criteria for the [Early Education Matching Grant]program.

EARLY EDUCATION MATCHING GRANT PROGRAM

The Indiana General Assembly created the Early Education Matching Grant (EEMG) program during the 2013 legislative session. The program was developed to increase the enrollment of eligible low income four year olds in high quality PreK programs. The legislation established that \$2 million a year would be available for two years, beginning in 2014.

Timeline and Overview

- In fall 2013, an advisory workgroup of early childhood professionals was convened to develop the program guidelines for the grant program.
- ELAC approved the recommended guidelines on October 31, 2013.
- FSSA released a Request for Funds on January 13, 2014.

- Proposals were due March 7, 2014.
- Grant awards were announced April 15, 2014.
- Grant program is expected to start August 1, 2014

Review and Selection Process

Applicants were required to have already achieved Level Three or Level Four in Paths to QUALITY™. They were also required to secure a cash match from a community organization or other funding source.

FSSA received 35 applications for the matching grant. Thirty grants, totaling \$1,457,733.50 have been awarded and another \$1,539,859.50 in matching funds have been obtained by those grantees from foundations, United Way agencies, corporations, coalitions of public/private organizations and individual donors from 15 different Indiana counties (displayed in the Appendix).

Evaluation of EEMG Program

The legislation also required an evaluation of the grant program. FSSA and ELAC reconvened the advisory workgroup to develop guidelines for the evaluation of the grant program. FSSA released a Request for Funds for the evaluation of the EEMG program on March 4, 2014. An evaluator, Indiana University, was selected and announced on April 17, 2014. The evaluation will include the review of child outcomes, family engagement, teacher-child interaction and ISTAR-KR results.

V. OTHER DUTIES

IC 12-17.2-3.7-9(a)(5) The Committee shall do . . . other duties as determined necessary by the chairperson of the Committee.

The 2014 legislative session included the passage of new legislation, HEA 1004, that affects the work of ELAC. Specifically, this new legislation provides funding for a preschool pilot for low-income four-year old children and a longitudinal evaluation of the preschool pilot participants and a control group.

EARLY LEARNING PILOT PROGRAM

HEA 1004 establishes a pilot program to provide grants to eligible children for qualified early education services. The early learning pilot grant program will be administered by FSSA. Unlike the EEMG program, the early learning pilot grant program will award *grants to families* and not providers.

The early learning pilot grant program provides funding for pre-kindergarten for low income 4-year-olds in five counties, with services delivered via public schools and licensed child care providers who have achieved Level 3 or Level 4 in Paths to QUALITY™ and accredited private schools.

FSSA has designed a two-part selection process to identify the five counties for inclusion in the Pilot Program:

Part I: On May 23rd, 2014 FSSA convened an advisory group of early education experts, including academic researchers from Ball State, Notre Dame and Indiana University; staff from FSSA, the State Budget Agency, IDOE, the Center for Education and Career Innovation (CECI) and ELAC; and representatives from the Indiana Chamber of Commerce, the Indiana Philanthropy Alliance and IAIEYC. FSSA, with the assistance of the advisory working group, considered multiple objective measures of suitability criteria including the estimated number of children not currently receiving early learning services, the number of eligible providers, and the percentage of children living in poverty in each county. After careful consideration of the data, eighteen counties were identified for further consideration for participation in the Pilot Program. [See Appendix for a map of the 18 counties.]

Allen, Bartholomew, Delaware, Elkhart, Grant, Howard, Jackson, Kosciusko, Lake, Lawrence, Madison, Marion, Noble, St. Joseph, Tippecanoe, Vanderburgh, Vigo, and Wayne.

Part II: Interested parties in each of the eighteen counties identified during Part I of the selection process are eligible to submit a statement of county readiness to FSSA. Each statement will be evaluated by a team of reviewers with knowledge of and experience with early childhood education programs. The results of the evaluation will be collected and shared with FSSA and the ELAC to make the final pilot county selection. The five counties will be selected in July 2014.

While the pilot counties are being selected, ELAC has already begun work on the development of several of the PreK pilot program guidelines, including:

- Evaluation of Child Outcomes Workgroup – Recommending a Kindergarten Readiness Assessment that will be utilized by the PreK pilot programs
- Provider Participation and Engagement – Developing an alternative pathway for public preschool participation in Paths to QUALITY™.

LONGITUDINAL STUDY OF EARLY LEARNING PILOT

The legislation requires the collection of pilot data related to the educational outcomes of low-income children enrolled in Levels 3 and 4 of Paths to QUALITY™ programs. FSSA will contract with an evaluator to complete a longitudinal study of students who participate in the early learning pilot grant program, and to determine the achievement levels of those students in kindergarten and later grades. The longitudinal study must include a comparison of test and assessment results in grade 3 of the eligible children who participated in the pilot program and a control group.

The longitudinal study design will draw upon the other evaluation programs underway including the Evaluation of the EEMG (Indiana University) and the second phase of the Paths to QUALITY™ impact study (Purdue University) and similar longitudinal studies at the national level.

VI. NEXT STEPS AND COMMITTEE RECOMMENDATIONS

The complexity of early childhood stakeholders and issues creates the potential for inefficient and duplicative statewide efforts. ELAC workgroups provide a framework to focus on specific areas/audiences, and maintain identified priorities and deliverables. Listed below are the most immediate next steps which have been identified:

NEXT STEPS

Building on the accomplishments of the first year, ELAC has identified the following areas of focus for the next state fiscal year:

Program

- ☐ Recommend a kindergarten readiness assessment to implement for the PreK pilot.
- ☐ Recommend an alternative pathway to Paths to QUALITY™ for public preschool providers, with equivalent standards to the other Paths to QUALITY™ programs.
- ☐ Assess the role of other services for Hoosier families with children birth to 8 to increase access to high quality early learning experiences - including partnerships for wraparound care, non-traditional hours of care, and transitioning between early learning programs and Kindergarten.
- ☐ Advise families of the available choices and benefits of high quality programs, so that they are empowered to make an informed decision that best meets the needs of their families.
- ☐ Investigate best practice-based family engagement initiatives to increase the quantity and quality of parent-child interactions.

Structure

- ☐ Investigate other states' models for staff infrastructure to build the capacity, coordination and collaboration of early learning for children ages birth to age eight.
- ☐ Develop a common language and a consistent set of definitions for early childhood programs and initiatives.

Data

- ☐ Identify and fill data gaps, on which to build program, family and community outreach plans, engage in capacity building of high quality programs, measure outcomes and design successful early learning interventions.
- ☐ Recommend specific early learning data to be incorporated in the development of the Statewide Longitudinal Data System (SLDS) and the new Indiana Network of Knowledge (INK) system.

Workforce

- ☐ Determine what changes in the current workforce would be required to serve the current and future children in need of child care.

- ❑ Complete the Indiana Early Childhood Higher Education Inventory to develop a more coordinated and comprehensive professional preparation and development system for the early care and education workforce.
- ❑ Articulate a framework whereby higher education credentialing in early childhood education can be more closely aligned with entry-level job requirements and ongoing skill sets.

RECOMMENDATIONS

ELAC is committed to high quality and building broad-based capacity at the state level, via infrastructure. These recommendations for executive and/or legislative action will facilitate the completion of these goals.

1. *Data* – A critical need: to be informed and equipped with accurate and complete information to recommend policy and programmatic changes.
 - a. Request new data collection efforts be made by the Indiana Department of Education under Title 1, Title III and IDEA, Part B and Part C to identify a) how much money is used to support preschool and b) how many children are served.
 - b. Research and develop data collection methods to attempt to determine how many children are being served in informal care.
 - c. Create a database to track local initiatives and funding that support early childhood education and that could be replicated statewide.
 - d. Research and develop new data collection methods to determine the number and percentage of residents that are paying for child care.
 - e. Include early learning data from all relevant agencies in the statewide SLDS/new INK system.
2. *Membership* – Critical mass: to fully represent the programs that serve children from birth through age five and in kindergarten through third grade.
 - a. Request the addition of new ELAC members to include State agency coordinators from both Part B, section 619, and Part C of the Individuals with Disabilities Education Act (IDEA), and State agency representative(s) responsible for health and mental health. These additional members will qualify Indiana for potential new federal funding to support the expansion of preschool in Indiana.
 - b. Request coordination with the new INK state agency that will also be looking at creating a statewide longitudinal database system that connects students' education data with workforce data.
3. *Funding* - Critical resources: to accelerate efforts at the state level for expanded access by at-risk families to high quality programs.
 - a. Pursue all public and private funding opportunities available, as appropriate, with ELAC serving as the convener of stakeholders.

GLOSSARY

Child Care Resource & Referral (CCR&R) Agencies: helps families find the child care they need; educates families and the community about child care choices and quality; and supports child care providers' improvement in quality through training, technical assistance, and other support services.

Child Development Associate Credential (CDA): a national competency-based certification for individual child care providers that is awarded through the national Council for Professional Recognition. The credentialing program focuses on the skills of early care and education professionals and is designed to provide performance-based training and assessment of preschool teachers, home visitors, and family child care providers.

Early Head Start: is limited to children from low-income families ages birth to 3 years in center-based and/or home-based settings.

Family Child Care Homes: serve small numbers of children and are licensed by the Indiana Family and Social Services Administration, Office of Early Childhood and Out of School Learning.

Formal Care: program-based care, that is licensed, registered or certified with the state of Indiana.

Head Start: serves 3 and 4 year-old children from low-income families both in center-based settings. Head Start centers traditionally operate four to six hours a day for nine months of the year. Some centers provide services all day, year round. Others provide seasonal programs for children of migrant families. Head Start programs may be operated by public schools or other non-profit community organizations.

IDEA: the Individuals with Disabilities Education Act (IDEA) is the nation's federal special education law that provides services to students with identified special needs. Part B of the law serves children ages 3-21 through their local public school; Part C serves younger children ages birth to three years, who are experiencing developmental delays and/or have a diagnosed condition that has a high probability of resulting in developmental delay, through a local network of services providers that are part of [First Steps](#) system.

Informal Care: care provided by a relative, friend, or neighbor and is not registered with the state of Indiana.

Licensed-Exempt CCDF Certified Homes: Child care that occurs in a residential building in which the provider cares for five or fewer unrelated children. The provider is not licensed, but has been certified to receive public funds through the CCDF voucher program. These unlicensed homes must meet minimum health and safety standards as defined by the Provider Eligibility Standards (IC12-17.2-3.5)

Licensed-Exempt CCDF Certified Centers: Child care that occurs in a commercial building in which the program meets one of the exemptions to licensure including programs that operate less than four hours a day, are registered as a ministry, operate 90 days or less per year (such as summer camps) or other exemptions under IC12-17.2-2. These programs are not licensed but have been certified to receive public funds through the CCDF voucher program. These unlicensed facilities must meet minimum health and safety standards as defined by the Provider Eligibility Standards (IC12-17.2-3.5).

Licensed Child Care Centers: a licensed facility designed to provide care for one or more children in a commercial building. Licensed Centers must meet extensive rules and regulations including requirements for teacher training and education, staff to child ratios, nutrition, discipline and the supervision of children. Child capacity in a licensed center is limited by the square footage and bathroom facilities.

Licensed Child Care Home: a child care program operated within a residence. Licensed child care homes must meet regulations including requirements for teacher training and education, staff to child ratios, nutrition, discipline, and the supervision of children. Child capacity in a licensed child care home is limited to no more than 16 and depends on the ages of the children and the number of caregivers present.

Prekindergarten (or PreK): early childhood education programs that serve children age four.

Preschool: early childhood education programs for children ages 3 to 4.

Private Preschool Programs: education programs that typically offer educational enrichment and social interactions for children ages 2 to 5 years. These programs usually operate on a part-day basis, two to five days per week, less than five hours per day and may not be required to be regulated or licensed.

T.E.A.C.H. Early Childhood®: provides scholarships for teachers, directors, and family child care providers who are working in legally exempt or regulated early childhood programs. All scholarships link continuing education with increased compensation.

Unlicensed Registered Child Care Ministry: must be operated by a church or religious ministry that is a faith-based organization exempt from federal income taxation under Section 501 of the Internal Revenue Code. Unlicensed Registered Ministries are required to meet basic fire, safety and sanitation regulations but are not required to meet the same requirements as licensed providers. Unlicensed Registered Child Care ministries are not required to be licensed.

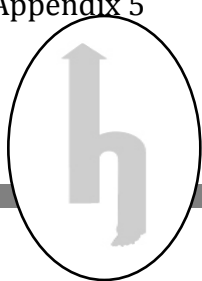
Voluntary Certification Registered Ministry (VCP Ministry): these ministries have voluntarily agreed to meet important health and safety standards including staff to child ratios, capacity, discipline guidelines, nutrition, and supervision of children. A Voluntary Certified Registered Ministry is not required to be licensed.

APPENDIX

- Appendix 1** - List of Accredited Early Care Programs by County (available at <http://www.in.gov/fssa/carefinder/4842.htm>)
- Appendix 2** - List of Child Care by Quality Type for Indiana Children Ages 3-4 (available at <http://www.in.gov/fssa/carefinder/4842.htm>)
- Appendix 3** - List of Child Care by Quality Type for Indiana Children Ages 0-5 (available at <http://www.in.gov/fssa/carefinder/4842.htm>)
- Appendix 4** - Maps of Child Care and Quality Care for Children Ages 0-5 or 3-4 by Percentage Having all Parents in the Labor Force or Living Below 175% FPL (available at <http://www.in.gov/fssa/carefinder/4842.htm>)
- Appendix 5** - List of Indiana Colleges with Early Childhood Education Degrees and/or Certificates
- Appendix 6** - Map of EEMG Selected Awardees
- Appendix 7** - Map of 18 Potential Prek Pilot Counties
- Appendix 8** - National Comparison Data

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- ^{xiii} "Working in Child Care in Indiana". (2010). Indiana Child Care Workforce Study. Retrieved on July 17, 2014 from <http://secure.iaeyc.org/wp-content/uploads/2013/04/2010-Indiana-Child-Care-Workforce-Study.pdf>.

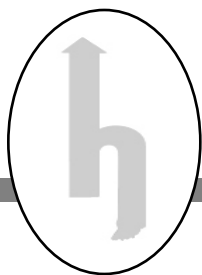


Indiana Early Childhood Higher Education Forum

Advancing the Early Childhood Field. Promoting Educational Opportunities.

Indiana Colleges/Universities with Early Childhood Teacher Preparation Program or a Degree in Child Development

College/University Name	Associate Degree Name	Bachelor Degree Name	Certificate/Credential	Licensure	Offers Child Development Associate (CDA)* Credential Training or Articulates the CDA Credential
Ancilla College	A.S. Early Childhood Education				Articulates CDA Credential into the A.S. ECE Degree ED254 and ED260 (6 hrs)
Ball State University – Department of Family and Consumer Sciences		B.S. Child Development		N/A	
Ball State University – Teachers College		B.S. Early Childhood Education– Licensure B.S. Early Childhood Education -Completion Degree (0-5) Non-Licensure	Indiana Early Childhood Administrator Credential	Early Childhood Generalist Preschool/Elementary/Primary	
Bethel College	A.A. Early Childhood Education	B.A. Early Childhood Education		N/A	
Indiana University-Bloomington		B.S. Early Childhood Education	I/T Certificate I/T Credential	Early Childhood Generalist Preschool/Elementary/Primary	
Indiana University-Kokomo		B.S. Early Childhood Education		Early Childhood Generalist Preschool/Elementary/Primary	
Indiana University-Purdue University Fort Wayne	A.S. Early Childhood Education (phasing out)	B.S. in Education with a Primary Major in Early Childhood Education: 1) Preschool-grade 3 2) Birth-Age 5-Non-Licensure	Preschool-grade 3		
Indiana Wesleyan University	A.S. Early Childhood Education In progress	B.S. Early Childhood Education In progress			
Ivy Tech Community College of Indiana - Bloomington, Central IN, Columbus, East Central, Kokomo, Lafayette, North Central, Northeast, Northwest, Richmond, Southern IN, Southwest, Wabash Valley	A.A.S. Early Childhood Education & A.S. Early Childhood Education	Indiana Early Childhood Administrator Certificate Child Development Associate (CDA) Process Certificate			Offers CDA training Articulates CDA Credential into A.A.S. in ECE – ECED100, ECED101, ECED105 (9 hrs)

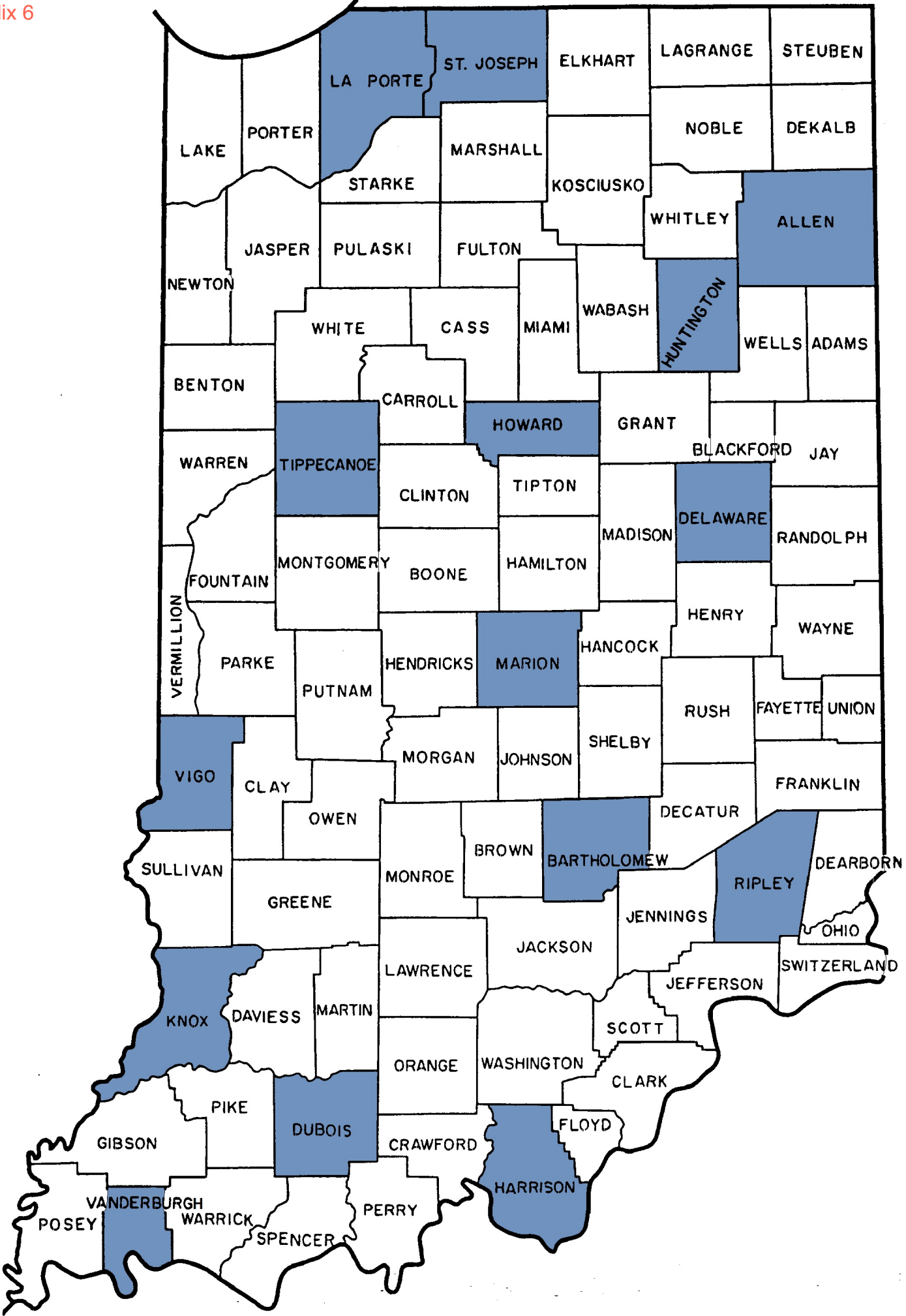


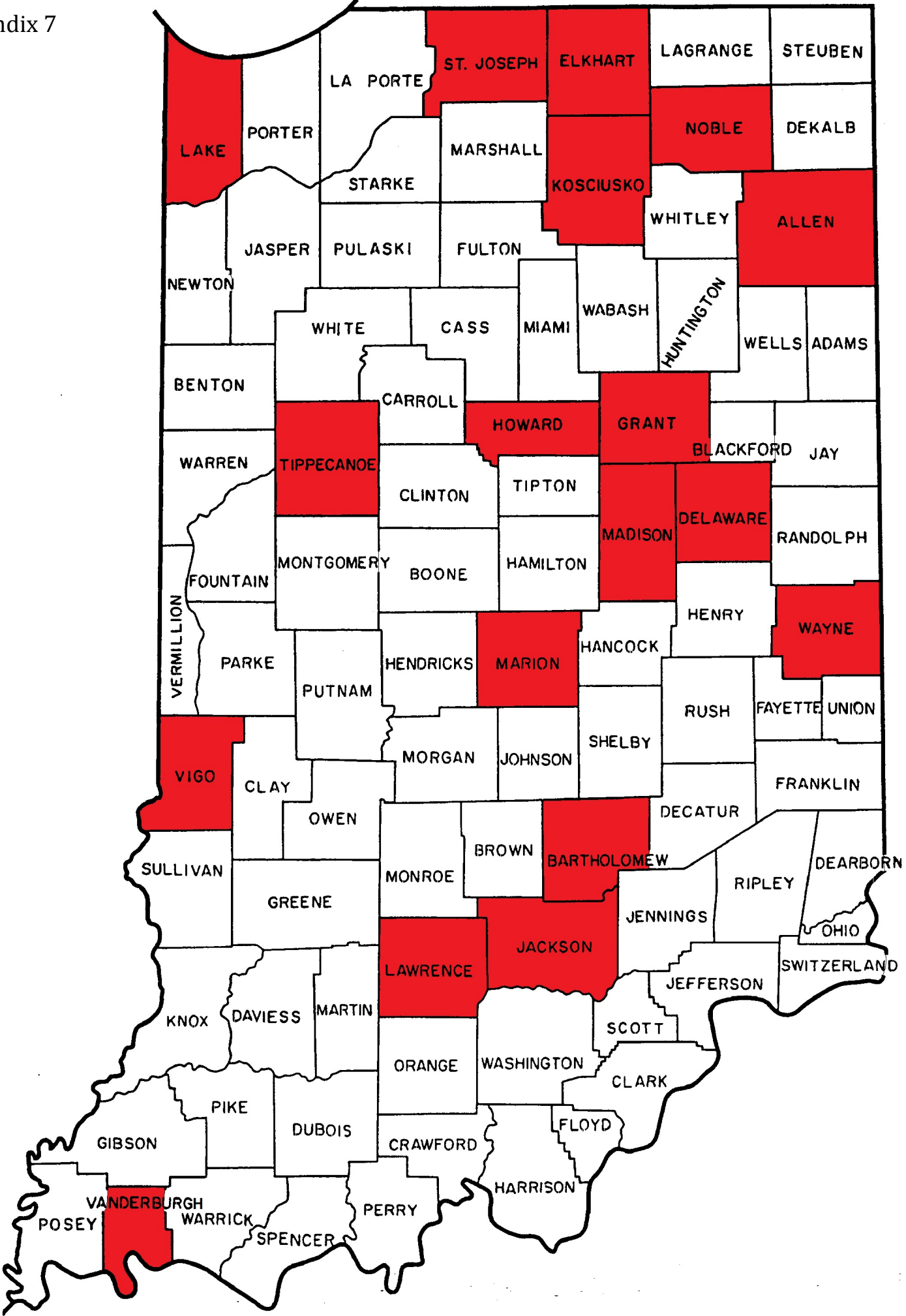
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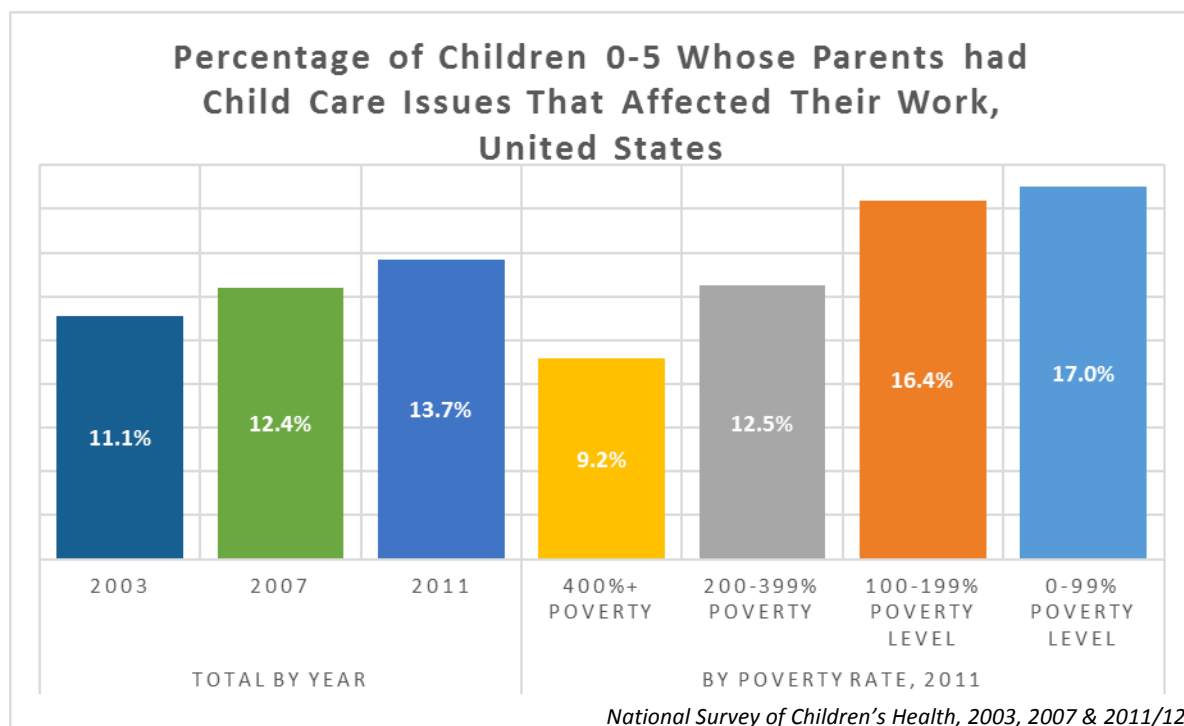
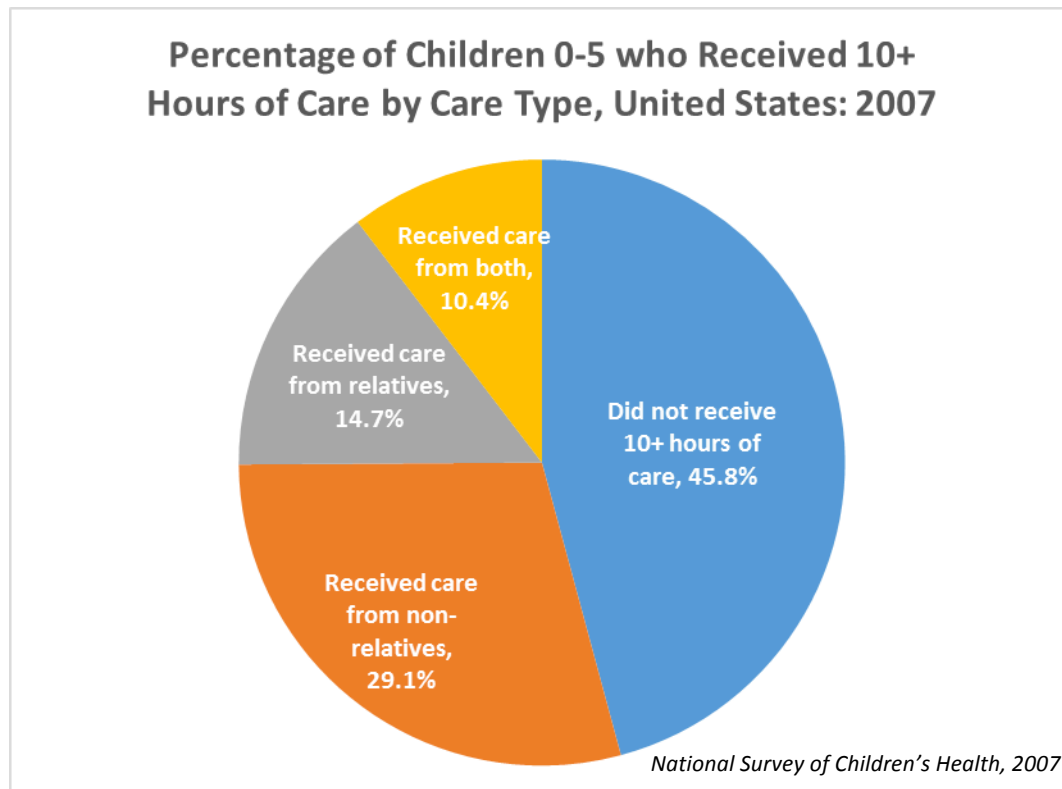
College/University Name	Associate Degree Name	Bachelor Degree Name	Certificate/ Credential	Licensure	Offers Child Development Associate (CDA)* Credential Training or Articulates the CDA Credential
Manchester College	A.A. Early Childhood Education				
Martin University		B.A. Early Childhood Development		N/A	
Oakland City University	A.A. Early Childhood Education	B.A. Early Childhood Education		N/A	
Purdue University – Calumet	A.A. Early Childhood Education (phasing out)	B.A. Human Development and Family Studies: Early Childhood Concentration	Indiana Early Childhood Administrator Credential (AA & BA)	N/A	Offers CDA training Articulates CDA Credential into A.A. in ECE Degree – BHS216, BHS235 (6 hrs)
Purdue University – North Central		B.S. Early Childhood Education		Early Childhood Generalist Preschool/Elementary/Primary	
Purdue University – West Lafayette		B.S. Early Childhood Education/Exceptional Needs		Preschool Generalist: Preschool Exceptional Needs: Mild Intervention Preschool/Elementary/Primary	
Purdue University – West Lafayette		B.S. Early Intervention		N/A	
Saint Mary-of-the-Woods College	A.S. Early Childhood Education	B.S. Preschool through 3rd Grade Education: Mild Intervention (Licensure and Non-Licensure Options)	Indiana Early Childhood Administrator Credential (AA & BA)	Early Childhood Generalist Preschool/Elementary/Primary Exceptional Needs: Mild Intervention Preschool/Elementary/Primary	Offers CDA Training
Taylor University	A.A. Early Childhood Education				
University of Southern Indiana	A.S. Early Childhood Education	B.S. Early Childhood Education	Indiana Early Childhood Administrator Credential (AA & BA)	Early Childhood Generalist Preschool/Elementary/Primary	Articulates CDA Credential into A.S. in ECE Degree – EDUC243 (3 hrs) + 1 elective credit
Vincennes University	A.S. Early Childhood Education				



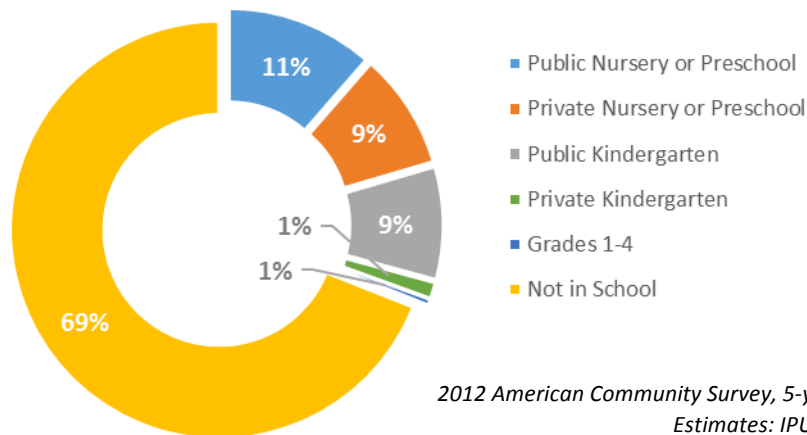


Appendix 8

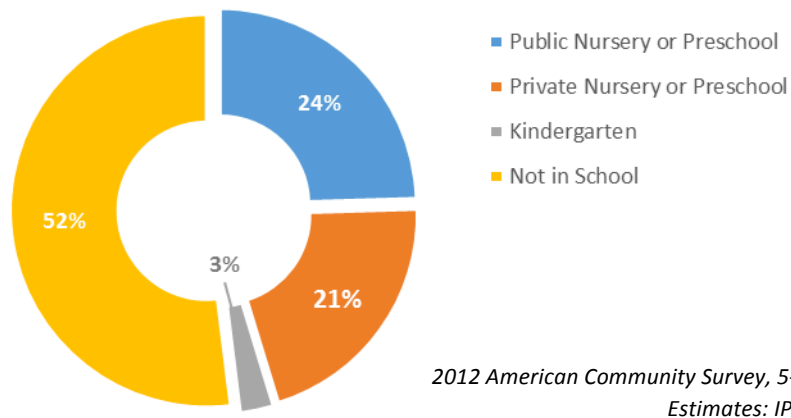
National Comparison Data



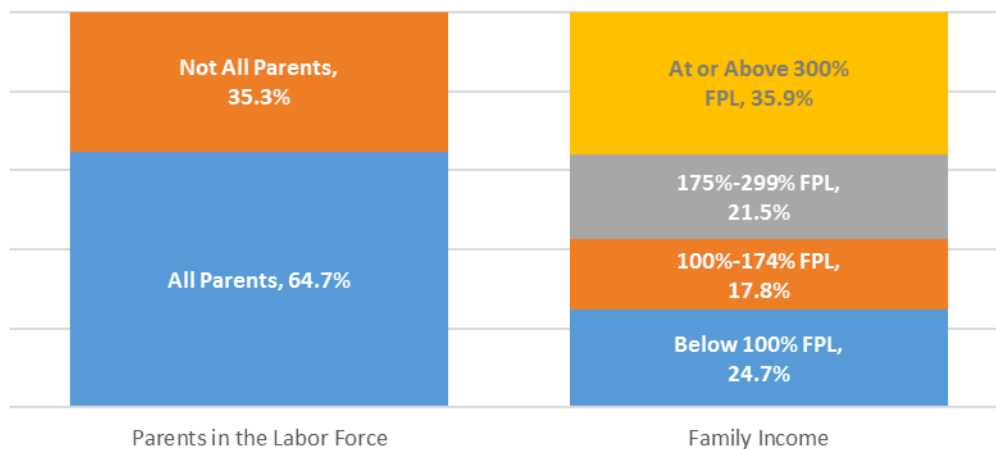
Percentage of Children 0-5 Attending Each Type of Care, United States: 2012



Percentage of Children 3-4 Attending Each Type of Care, United States: 2012

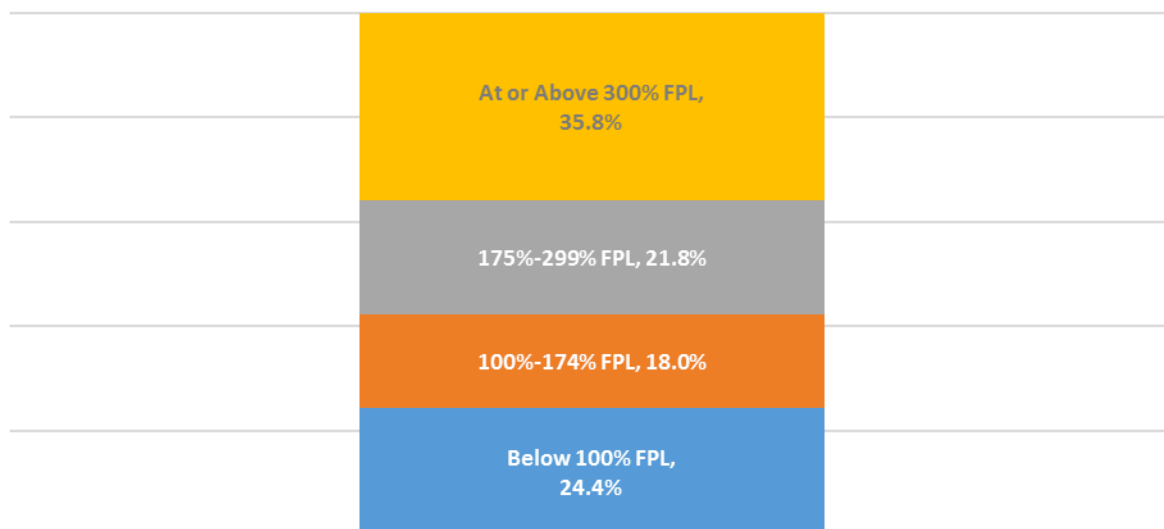


Percentage of Children 0-5 by Parents in Labor Force and Poverty Level, United States: 2012



2012 American Community Survey, 5-year Estimates: IPUMS

Percentage of Children 3-4 by Poverty Level, United States: 2012



Ages 3&4
Number of Children: (8,258,057)

2012 American Community Survey, 5-year Estimates: IPUMS